



Edgefield School District

P.O. Box 608

Edgefield, SC 29824

Grades	PK-12 District	
Enrollment	4,049 Students	
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Average	Average
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

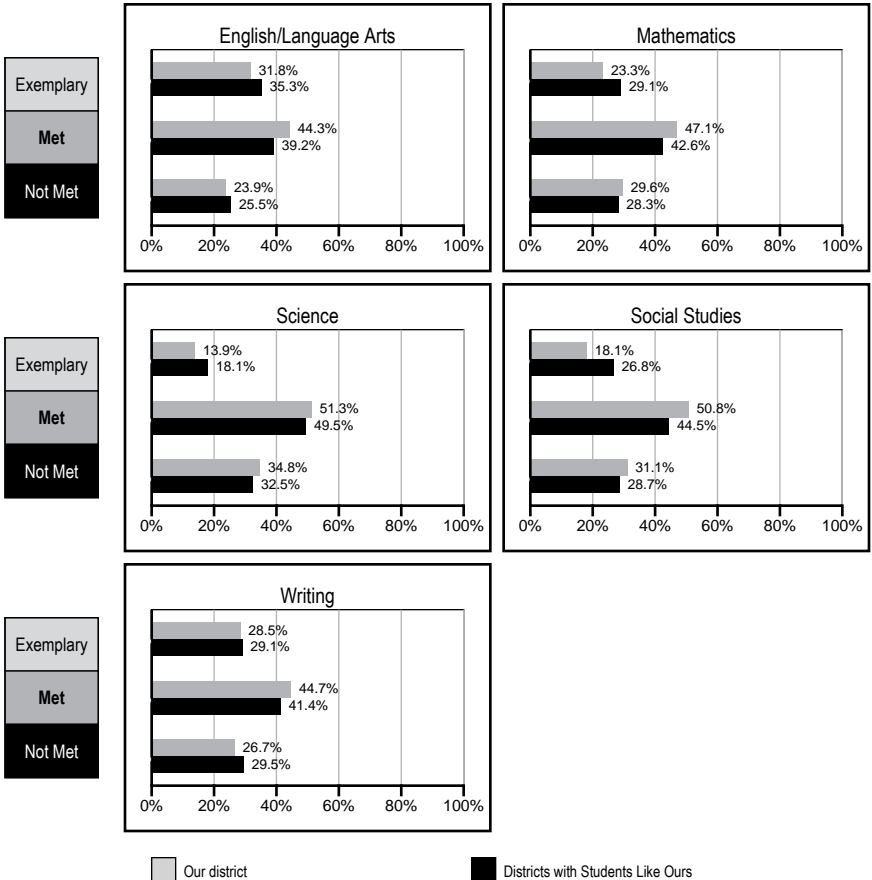
95.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	5	13	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	76.1%	76.3%	77.2%	77.2%	80.1%	76.2%
Passed one subtest	10.9%	12.3%	7.5%	12.6%	10.6%	12.4%
Passed no subtests	1.3%	11.4%	15.4%	10.3%	9.3%	11.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	83.5%	79.5%
English 1	69.7%	67.7%
Physical Science	55.9%	54.0%
US History and the Constitution	27.0%	37.8%
All Subjects	60.3%	60.5%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,049)				
First graders who attended full-day kindergarten	100.0%	Up from 64.8%	99.5%	99.7%
Retention rate	3.2%	Down from 4.5%	2.8%	3.1%
Attendance rate	96.5%	Down from 96.7%	95.7%	95.7%
Eligible for gifted and talented	8.9%	Down from 9.2%	13.7%	11.2%
With disabilities other than speech	12.5%	Up from 12.3%	11.1%	10.6%
Older than usual for grade	5.1%	Down from 5.7%	3.7%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	No Change	0.6%	0.5%
Enrolled in AP/IB programs	14.1%	Up from 12.0%	14.3%	10.5%
Successful on AP/IB exams	N/A	N/A	55.3%	51.2%
Eligible for LIFE Scholarship	35.1%	Down from 36.9%	31.3%	30.8%
Enrolled in adult education GED or diploma programs	50	Up from 41	74	40
Completions in adult education GED or diploma programs	50	Up from 40	44	30
Annual dropout rate	1.8%	Down from 3.6%	2.9%	3.4%
Teachers (n=301)				
Teachers with advanced degrees	55.8%	Up from 54.8%	60.9%	56.8%
Continuing contract teachers	85.0%	Up from 79.7%	79.1%	76.7%
Teachers with emergency or provisional certificates	4.0%	Up from 2.9%	3.6%	4.6%
Teachers returning from previous year	91.0%	Down from 91.5%	90.5%	88.4%
Teacher attendance rate	95.8%	Up from 95.3%	95.0%	95.0%
Average teacher salary*	\$46,082	Up 3.0%	\$47,656	\$46,992
Vacancies for more than nine weeks	1.0%	Down from 1.3%	0.1%	0.4%
Professional development days/teacher	12.2 days	Down from 16.2 days	13.0 days	13.1 days
District				
Superintendent's years at district	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.7 to 1	20.8 to 1	20.5 to 1
Prime instructional time	91.6%	Up from 90.7%	89.5%	89.8%
Dollars spent per pupil**	\$8,699	Up 5.1%	\$9,028	\$9,279
Percent of expenditures for teacher salaries**	54.9%	Down from 55.3%	54.9%	52.7%
Percent of expenditures for instruction**	56.9%	Down from 57.4%	57.2%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	9	No Change	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.2%	Up from 4.4%	4.3%	3.5%
Average age in years of school facilities	26 Years	Up from 25 Years	27 Years	28 Years
Number of schools with SACS accreditation	8.0	No Change	13.0	8.0
Parents attending conferences	90.8%	N/A	95.4%	93.9%
Average administrator salary	\$78,634	Up 7.5%	\$79,295	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Fox Creek High	Below Average	At-Risk	Not Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	203	90.6%	963	60.3%	273	65.9%	No
Gender							
Male	96	87.5%	507	57.4%	134	58.2%	N/A
Female	107	93.5%	456	63.6%	139	73.4%	N/A
Racial/Ethnic Group							
White	70	97.1%	385	76.6%	99	68.7%	N/A
African American	124	87.9%	536	49.3%	162	63.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	35	48.6%	10	90.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	30	43.3%	122	23.8%	38	44.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	15	53.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	140	90.0%	581	51.6%	186	62.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	90.6%	94.2%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	273	754
Number of Diplomas	180	545
Rate	65.9%	75.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	478	464	510	485	459	451	1447	1400		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	18.2	18.5	20.1	19.8	19.1	19.0	19.1	19.3	19.2	19.2
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	15.2 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2008-2009 school year was a massive challenge with the budget deficits that we faced and the decisions that had to be made as the district struggled to overcome the loss of approximately 2 million in revenues. Through this very difficult time, and as we reflect over the school year, the progress for The Edgefield County School District continued with many success stories for our students in the areas of academic achievement and recognitions through various extra curricular activities. I commended the dedicated educators who continued their efforts to take the educational operations for our students to an even higher level of learning and success.

In the area of accountability measures, the Edgefield County School District once again held its own against the higher standards and the testing of academically challenged children on grade level. Educators are commended for "maintaining" the rating for the district, which, in actuality, was an improvement.

We share in excitement with our high school senior's accomplishments of receiving \$2,646,876 in scholarships. We are proud of our three schools who received the distinct honor of being named Palmetto Gold Schools for making the highest levels of student academic achievement and the fastest rates of improvement; as well as Strom Thurmond High School being recognized for attaining high levels of absolute performance, high rates of growth, and for making substantial progress in Closing the Achievement Gap.

The challenges of the budget deficit did not swelter the efforts of school administration and teachers to continue expanding programs such as single gender classes, Dropout Prevention Initiative, Credit Retrieval, Virtual School, and Character Education Programs. The administration at each school level faced the challenge to offer programs with a higher level of rigorous curriculums and programs for early intervention in discipline, and academics offerings for all levels.

With the achievement our students gained, it is through the work of our educators who produced the results. Our district recognized an additional two National Board Educators, bringing the total of thirty-seven educators in the district to reach this level of achievement. Forty educators participated in the Curriculum Academy and course offerings through the district to continue their learning process to assist our students.

With the support of parents and citizens, the effort of all employees of The Edgefield County School District cultivating a dynamic team effort, The Edgefield County School District will continue to share success and remain at the forefront of making change for the overall achievement of our number one priority – our children.

Dr. Mary R. Crenshaw
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Newly Identified

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Douglas Elementary	CSI-DELAY	Merriwether Elementary	NI
Johnston Elementary	NI		

The Edgefield School District consists of 9 public schools with 3 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1832	99.5	23.4	44.5	32.1	85.4	82.8	Yes	Yes
Gender									
Male	971	99.2	27.8	43.8	28.4	82.0	79.3	N/A	N/A
Female	861	99.8	18.6	45.2	36.2	89.2	86.5	N/A	N/A
Racial/Ethnic Group									
White	954	99.6	15.8	42.2	42.0	90.7	89.5	Yes	Yes
African American	818	99.3	32.6	47.7	19.7	78.9	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	51	100.0	25.6	35.9	38.5	84.6	76.5	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	289	97.6	60.9	27.8	11.3	53.4	52.0	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	26	100.0	33.3	33.3	33.3	83.3	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1116	99.2	31.8	47.5	20.7	79.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1831	99.5	29.2	47.5	23.3	79.8	78.9	Yes	Yes
Gender									
Male	970	99.2	31.5	45.6	22.9	78.4	77.0	N/A	N/A
Female	861	99.8	26.6	49.6	23.8	81.3	80.9	N/A	N/A
Racial/Ethnic Group									
White	953	99.6	19.2	48.6	32.2	87.8	87.2	Yes	Yes
African American	818	99.3	41.3	45.9	12.8	70.2	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	51	100.0	30.8	51.3	17.9	76.9	76.0	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	289	97.6	65.4	24.8	9.8	45.9	45.5	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	26	100.0	50.0	33.3	16.7	66.7	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	1115	99.2	38.2	48.0	13.8	72.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	1213	99.4	34.2	51.9	13.9	65.8	67.5
Gender							
Male	654	99.1	34.7	50.3	15.0	65.3	67.0
Female	559	99.8	33.6	53.7	12.6	66.4	68.0
Racial/Ethnic Group							
White	630	99.2	23.3	56.8	19.9	76.7	79.5
African American	548	99.6	47.0	46.3	6.7	53.0	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	29	100.0	25.0	54.2	20.8	75.0	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	196	97.5	67.6	23.1	9.3	32.4	35.6
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	14	100.0	41.7	50.0	8.3	58.3	59.6
Socio-Economic Status							
Subsided meals	734	99.1	45.6	46.7	7.7	54.4	55.1

Social Studies

All Students	1199	99.5	30.6	51.5	17.9	69.4	72.3
Gender							
Male	629	99.7	28.9	50.5	20.6	71.1	71.5
Female	570	99.3	32.5	52.6	14.9	67.5	73.2
Racial/Ethnic Group							
White	628	99.4	22.3	52.7	25.0	77.7	80.7
African American	529	99.6	39.9	51.7	8.4	60.1	60.0
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	36	100.0	41.9	25.8	32.3	58.1	68.0
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	178	99.4	59.3	35.3	5.4	40.7	43.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	19	100.0	61.1	22.2	16.7	38.9	67.9
Socio-Economic Status							
Subsided meals	728	99.3	39.9	49.6	10.5	60.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1843	98.1	26.3	43.1	30.5	73.7	70.2	96.3	96.1
Gender									
Male	982	97.6	33.2	43.7	23.1	66.8	63.2	96.1	96.0
Female	861	98.7	18.6	42.5	38.9	81.4	77.5	96.5	96.3
Racial/Ethnic Group									
White	964	98.2	19.1	42.4	38.5	80.9	79.1	96.0	95.9
African American	821	98.1	34.9	44.2	20.9	65.1	57.6	96.6	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.2	96.5	97.3
Hispanic	49	98.0	30.8	41.0	28.2	69.2	62.6	97.0	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.7	88.1	94.9
Disability Status									
Disabled	284	90.1	69.5	24.4	6.1	30.5	26.1	95.2	95.2
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	54.7	97.1	96.5
Limited English Proficient									
Limited English	28	100.0	38.1	38.1	23.8	61.9	61.2	97.6	96.8
Socio-Economic Status									
Subsidized meals	1127	97.6	34.7	44.2	21.1	65.3	58.9	96.0	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	304	100.0	18.8	44.6	36.6	81.2
	4	299	100.0	23.8	41.8	34.4	76.2
	5	300	99.0	16.5	51.8	31.7	83.5
	6	305	99.3	30.1	39.0	30.8	69.9
	7	295	99.3	25.0	44.8	30.2	75.0
	8	329	99.1	25.7	45.0	29.3	74.3
Mathematics							
2009	3	304	100.0	38.7	37.3	24.0	61.3
	4	298	100.0	20.6	55.2	24.2	79.4
	5	300	99.0	27.0	55.8	17.3	73.0
	6	305	99.3	30.1	44.9	25.0	69.9
	7	295	99.3	23.6	51.7	24.7	76.4
	8	329	99.1	34.4	41.2	24.4	65.6
Science							
2009	3	153	100.0	37.2	42.8	20.0	62.8
	4	295	100.0	30.9	53.6	15.5	69.1
	5	153	98.7	28.5	58.3	13.2	71.5
	6	155	98.7	39.9	50.0	10.1	60.1
	7	294	99.3	31.4	59.2	9.4	68.6
	8	163	99.4	42.3	39.7	17.9	57.7
Social Studies							
2009	3	151	100.0	32.4	52.4	15.2	67.6
	4	296	100.0	20.1	59.5	20.4	79.9
	5	145	98.6	20.7	49.6	29.6	79.3
	6	149	99.3	29.7	62.8	7.6	70.3
	7	295	99.3	49.3	38.9	11.8	50.7
	8	163	99.4	22.6	51.0	26.5	77.4
Writing							
2009	3	305	99.7	31.0	34.8	34.1	69.0
	4	301	96.7	23.0	52.5	24.5	77.0
	5	303	98.0	28.8	47.1	24.1	71.2
	6	305	98.7	29.8	40.1	30.1	70.2
	7	298	99.0	24.7	41.2	34.0	75.3
	8	331	96.7	21.0	43.5	35.5	79.0

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	306	98.4	15.7	37.5	26.4	20.4	57.9	61.8	No	Yes
Male	144	98.6	17.9	42.1	20.7	19.3	51.4	57.4	N/A	N/A
Female	162	98.1	13.8	33.3	31.4	21.4	63.5	66.1	N/A	N/A
White	157	98.7	9.8	30.7	29.4	30.1	65.4	74.3	Yes	Yes
African American	140	97.9	21.9	46.0	23.4	8.8	49.6	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	51	94.1	60.4	35.4	4.2	N/A	12.5	19.4	No	Yes
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	159	98.7	21.7	45.9	19.7	12.7	45.9	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	306	98.4	20.7	31.4	26.4	21.4	59.2	62.7	No	Yes
Male	144	98.6	22.1	30.7	29.3	17.9	60.0	61.8	N/A	N/A
Female	162	98.1	19.5	32.1	23.9	24.5	58.5	63.6	N/A	N/A
White	157	98.7	17.6	29.4	25.5	27.5	66.0	75.1	Yes	Yes
African American	140	97.9	25.5	33.6	27.0	13.9	51.1	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	51	94.1	72.9	14.6	10.4	2.1	18.8	21.8	No	Yes
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	159	98.7	24.8	34.4	27.4	13.4	49.0	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	233	94.0	63.5	19.3	6.4	4.7	N/A	N/A	N/A	N/A
Male	108	92.6	61.1	18.5	7.4	5.6	N/A	N/A	N/A	N/A
Female	125	95.2	65.6	20.0	5.6	4.0	N/A	N/A	N/A	N/A
White	86	93.0	43.0	27.9	11.6	10.5	N/A	N/A	N/A	N/A
African American	139	95.0	77.7	14.4	2.2	0.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	42	76.2	73.8	N/A	N/A	2.4	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	145	93.8	69.7	18.6	4.8	0.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	301	98.7	14.0	28.8	33.0	24.2	66.7	69.7
	2009	306	98.4	15.7	37.5	26.4	20.4	57.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	301	98.7	13.3	29.5	36.1	21.1	67.7	67.2
	2009	306	98.4	20.7	31.4	26.4	21.4	59.2	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate, grades K-8	96.5%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.